



Matanuska-Susitna Borough School District

3rd Grade Standards-Aligned Report Card

School Year:

Student:

ID#:

Teacher:

Report card scores reflect the level of proficiency on Alaska grade-level standards your student should master by the end of the year.

Reporting Key

3 – Proficient	Independently meets grade-level standards
2 – Approaching Proficient	Partially meets grade-level standards
1 – Not Proficient	Does not meet grade-level standards
NM – Not Measured	Not measured/evaluated at this time
NE - No Evidence	No evidence demonstrated by student

Attendance	Q1	Q2	Q3	Q4
Absences				
Tardies				

BEHAVIORS THAT SUPPORT LEARNING (CITIZENSHIP)	Q1	Q2	Q3	Q4
Adapts to activity change				
Attendance supports learning				
Exercises self-control				
Follows directions routines and expectation				
Interacts cooperatively with others				
Respects the rights and property of others				
Solves problems appropriately				
MATH				
Effort				
Work Completion				
OPERATIONS AND ALGEBRAIC THINKING				
Represent and solve problems involving multiplication and division				
Understand properties of multiplication and the relationship between multiplication and division				
Multiply and divide up to 100				
Solve problems involving the four operations, and identify and explain patterns in arithmetic (including patterns in the addition table or multiplication table)				
NUMBER AND OPERATIONS - FRACTIONS				
Develop understanding of fractions as numbers (e.g., understand a fraction as a number on the number line, represent fractions on a number line diagram)				
MEASUREMENT AND DATA				
Solve problems involving measurement and estimation of time, liquid volumes, and masses of objects				
Represent and interpret data				
Geometric measurement (e.g., understand concepts and relate area to multiplication and to addition)				

ENGLISH LANGUAGE ARTS	Q1	Q2	Q3	Q4
Effort				
Work Completion				
READING STANDARDS FOR LITERATURE				
Key Ideas and Details				
Determine the author's purpose, message, lesson, or moral, and explain how it is conveyed through key details in the text; summarize stories in correct sequence, including fables and folktales from diverse cultures				
Integration of Knowledge and Ideas				
Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series)				
Range of Reading and Level of Complexity				
Read and comprehend a range of literature appropriate to grade 3				
READING STANDARDS FOR INFORMATIONAL TEXT				
Key Ideas and Details				
Determine the main idea of a text and locate details that support the main idea; paraphrase or summarize main ideas or events in a multi-paragraph text, including correct sequence and details that support the main idea				
Describe the relationship or connection among a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect				
Organization and Structure				
Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area				
Use text features and search tools (e.g., table of contents, index, key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently				
Integration of Knowledge and Ideas				
Use information gained from illustrations (e.g., maps, photographs), and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur)				
Compare and contrast the most important points and key details presented in two texts on the same topic or related topics				
READING STANDARDS: FOUNDATIONAL SKILLS				
Phonics and Word Recognition				
Know and apply grade-level phonics and word analysis skills in decoding words (e.g., know meaning of common prefixes and suffixes, decode multisyllabic words, irregularly spelled words, and words with common Latin suffixes)				
Fluency				
Read with sufficient accuracy and fluency to support comprehension (e.g., read on level text including poetry orally with purpose, understanding, appropriate rate, and expression, use context to self-correct words and meaning)				
WRITING STANDARDS				
Text Types and Purposes				
Write opinion pieces on topics or texts, supporting a point of view with fact or text-based reasons				
Write informative/explanatory texts to examine a topic and convey ideas and information clearly				
Use narrative writing to develop real or imagined characters, experiences, or events using effective narrative techniques (dialogue, description, elaboration, problem-solution, figurative language), and clear event sequences				
LANGUAGE STANDARDS				
Conventions of Standard English				
Capitalize appropriate words in titles				
Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness)				
Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words				
Vocabulary Acquisition and Use				
Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat)				

SCIENCE	Q1	Q2	Q3	Q4
Work Completion				
Effort				
Physical Science: Forces and Interactions				
Life Science: Ecosystems and Life Cycles				
Earth Sciences: Weather and Climate				
SOCIAL STUDIES	Q1	Q2	Q3	Q4
Work Completion				
Effort				
Civics/Government/Economics				
Geography				
History				
HEALTH				
Understanding of concepts				
PHYSICAL EDUCATION	Q1	Q2	Q3	Q4
Behaviors that support learning				
Fitness development				
Motor skill development				
MUSIC	Q1	Q2	Q3	Q4
Behaviors that support learning				
Standards of the music curriculum				
Effort				
TECHNOLOGY LITERACY	Q1	Q2	Q3	Q4
Digital Citizenship				
Technology Skills				



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For more specific information, please refer to the Alaska State Standards available at:
<https://education.alaska.gov/akstandards/standards>

Teacher Comments

Quarter 1

Quarter 2

Quarter 3

Quarter 4